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Evaluation of the program Todos a Aprender *(Everybody to learn)* in language and
mathematics teaching at the Puerto Escondido—Córdoba's municipality

EVALUATION OF THE PROGRAM TODOS A APRENDER (EVERYBODY TO LEARN) IN LANGUAGE AND MATHEMATICS TEACHING AT THE PUERTO ESCONDIDO—CÓRDOBA'S MUNICIPALITY

Evaluación del programa todos a aprender en la enseñanza de lenguaje y matemáticas en el municipio de puerto escondido—córdoba

Avaliação do programa Todos a Aprender no ensino de linguagem e matemáticas no municipio de Puerto Escondido—Córdoba.

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ABSTRACT

This paper aims to present the results of a study that analyze the impact of the program Everybody to Learn in the pedagogical training and educational practice of elementary teachers of Official Educational Institutions of the municipality of Puerto Escondido in the department of Cordoba. The study has a qualitative approach, with a case study design, and three categories of analysis: conceptions, teacher's professional development, and ducational practices. For its development, the following phases are considered: projection of learning communities, execution of situated professional development, and classroom accompaniment. The results show a positive effect on teachings and instructions given by the elementary education teachers, especially in their methodologies, didactic strategies, situated professional development and assessment practices, as well as in student learning. To achieve this goal, we seek to consolidate a learning community comprising all elementary school teachers of 16

RESUMEN

Con este artículo se pretende presentar los resultados de un estudio tendiente a analizar el impacto del programa Todos a Aprender en la formación pedagógica y la práctica educativa de los docentes de básica primaria de las Instituciones Educativas Oficiales del municipio de Puerto Escondido, en el departamento de Córdoba. El estudio tiene un enfoque cualitativo, con un diseño de estudio de casos, con tres categorías de análisis: concepciones, desarrollo profesional docente y prácticas educativas. Para su desarrollo se tienen en cuenta las siguientes fases: proyección de las comunidades de aprendizaje, ejecución del desarrollo profesional situado y acompañamiento en el aula. Los resultados demuestran un efecto positivo sobre la enseñanza e instrucción orientada por los docentes de básica primaria, especialmente en sus metodologías, estrategias didácticas, desarrollo profesional situado y las prácticas evaluativas, así como en el aprendizaje de los estudiantes. Para el alcance de este objetivo se busca consolidar

RESUMO

Com este artigo pretende-se apresentar os resultados de um estudo tendente a analizar impacto do programa Todos a Aprender na formação pedagógica e a prática educativa dos docentes de básica primária das Instituições Educativas Oficiais do município de Puerto Escondido, no departamento de Córdoba. O estudo tem uma focagem qualitativa, com um desenho de estudo de casos, com três categorías e análise: concepções, desenvolvimento profissional docente e práticas educativas. Para o seu desenvolvimento se têm em conta as seguintes fases: projeção das comunidades de aprendizado, execução do desenvolvimento profissional situado e acompanhamento na aula. Os resultados demostram um efeito positivo sobre o ensino e instrução orientada pelos docentes de básica primária, especialmente nas suas metodologias, estratégias didáticas, desenvolvimento profissional situado e as práticas avaliatórias, assim como no aprendizado dos estudantes.Para o alcance deste objetivo

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educational institutions of the municipality of Puerto Escondido - Córdoba, where planning, implementation, observation and feedback processes are carried out, through study teams that take into account the areas of knowledge and profile of each teacher. The class study methodology aims to improve the quality of education of the students, as well as to motivate teachers towards their pedagogical labor.

una comunidad de aprendizaje conformada por todos los docentes de educación básica primaria de las 16 instituciones educativas del municipio de Puerto Escondido – Córdoba, donde se realicen procesos de planeación, ejecución, observación y retroalimentación de las clases, por medio de equipos de estudio, teniendo en cuenta las áreas de conocimiento y perfiles de cada uno de los docentes. Esta metodología del estudio de clase busca generar mejoramiento en la calidad educativa de los estudiantes, así como también pretende generar en los docentes motivación hacia su quehacer pedagógico.

procura-se consolidar uma comunidade de aprendizado conformada por todos os docentes de educação básica primaria as 16 instituições educativas do municipio de Puerto Escondido – Córdoba, onde se realizem processos de planejamento, xecução, observação e retroalimentação das aulas, por meio de equipes de estudo, tendo em conta as áreas de conhecimento e perfis de cada um dos docentes. Esta metodologia do estudo de aula procura gerar melhoramento na qualidade educativa dos estudantes, assim como também pretende gerar nos docentes motivação para o seu quefazer pedagógico.

Keywords: learning community (CDA in Spanish), class study methodology (MEC in Spanish), educational quality, case study, teacher training, situated professional development (DPS in Spanish).

Palabras clave: Comunidad de aprendizaje (CDA), metodología del estudio de clase (MEC), calidad educativa, estudio de casos, formación docente, desarrollo profesional situado (DPS).

Palavras chave: comunidade de aprendizado (CDA), metodologia do estudo de aula (MEC), qualidade educativa, estudo de casos, formação docente, desenvolvimento profissional situado (DPS).

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INTRODUCTION

The purpose of this research is to analyze the impact of a learning community[1] (LC) in the language and mathematics teaching practices of primary school teachers in the municipality of Puerto Escondido - Córdoba. This implies a review of the classes' planning, execution, observation and feedback processes, as well as a characterization of the class research methodology [2] (CRM), used as a pedagogical strategy in these communities. All this under the program *All Learning* [3] (LAL) as a proposal designed and implemented by the Ministry of National Education of Colombia to improve the learning of primary basic education students in language and mathematics, especially in institutions that presented low performances, in accordance with the results of the national assessment tests, the "Saber" tests (ICFES, 2010), in which the main function is: "Improve the learning conditions in the targeted educational establishments and, improve the level of basic competences in enrolled students between transition and fifth grade" (MEN, 2012).

The society in which we live today demands an education in which our young people become competent citizens in an increasingly demanding environment that evolves with quality criteria and demands a greater adaptive capability to new circumstances. This implies that pedagogical strategies be formulated in school in order to guide the teaching processes towards the development of capabilities, skills and attitudes in our students, so as to strengthen a series of competences that allow them to successfully overcome the challenges they face throughout their life (OECD, 1995).

There is talk, then, of an education, that as a minimum, ensures in children and young people the acquisition of the knowledge, abilities, skills and attitudes necessary to perform in adult life. In this way, quality and learning improvement must have a more decisive role in the global development framework for the coming years. Therefore, the strategy design is a key factor if one seeks to improve the educational opportunities of millions of children who are unable to read and write or do not have basic arithmetic skills.[4]

In this sense, there is a learning crisis in our students, and this is why it is necessary to deal with it if you want to train for skills in areas such as language and mathematics, since these are necessary in order to get a decent job that enables the realization and the complete development of a life project. For this reason, trained teachers are needed, that are sufficiently dedicated, and who know how to discover and pay special attention to those with learning difficulties, and who are supported by well-managed educational systems, so that they can unleash their potential and contribute to the improvement of their students learning quality. However, if teachers are a key factor for quality education, then by improving their educational actions, it is possible to achieve higher levels of school operational quality at the same time (Marchesi, 2011). This suggests that the quality of

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[1] The abbreviation LC will be used to refer to Learning Communities throughout the text.
[2] The abbreviation CRM will be used to refer to class research methodology throughout the text.
[3] The abbreviation LAL will be used to refer to the program *All Learning* throughout the text.

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[4] UNESCO (2014) published the eleventh Monitoring Report on Education for All (EFA). Here we show the progress made by different countries in achieving the global education goals that were agreed in the year 2000. There are also convincing arguments in favor of education being at the center of the global development agenda after 2015.

education improves when teachers rely on support and when improvement proposals for their situation are based on contextual and comprehensive approaches, which take into account all the factors that contribute to ease the teachers' work, since they can not bear full responsibility for the problems associated with quality education.

Another element of great importance, when speaking of quality education, is assessment. The international and regional examinations that have been implemented in many countries in recent years, provide a good basis for monitoring these progresses. On the other hand, because many countries have as a goal for all children and young people the acquiring of basic skills in reading, writing and mathematics by 2030, then it is necessary to direct the monitoring of any advances in order to ensure that countries move towards the achievement of that goal (UNESCO, 2014). This requires countries to strengthen their national assessment systems and ensure that said systems are used to guide policy in a way that can help address the global learning crisis. In this regard, many governments have recently paid special attention to the measurement of learning outcomes in an attempt to assess the quality of their education systems and to use the results obtained from those measurements to guide policy decisions (World Bank, 2013). In Colombia, in the last decades, public policies have been oriented towards solving coverage, permanence and repetition problems based on multiple actions. The issue of quality had been addressed from the perspective of generating a system for its assurance, made up of guidelines, norms and assessment instruments (MEN, 2011).

However, current quality education in Colombia has been defined as one that enables the formation of better human beings, citizens with ethical values, respectful of the public dimension, who apply human rights and coexist in peace. The proposed education is one that generates legitimate opportunities for progress and prosperity, that is competitive, and that contributes to closing inequality gaps (MEN, 2010). In accordance with this, there is a formulation of programs that ensures that a significant percentage of students can improve their performance and strengthen the conditions that favor the learning processes of those who attend the establishments and who face the greatest difficulties.

Consistent with the aforementioned considerations the Lets All Learn (LAL) (Todos a Aprender, in spanish) program was launched, with the purpose of implementing actions aimed at achieving changes in classroom practices, based on strengthening learning communities that are involved in the processes of quality improvement through the appropriate technical support and the provision of educational material for teachers and students. From what the LAL proposes, the quality education transformation process in Colombia occurs from the joint work carried out by teachers, managers, students, parents, local public authorities, the Ministry of Education National, education secretaries and all Colombians in general; all this in order to counteract the effects of those factors typical of family, school or community environments that have a negative influence on student learning.

It is necessary to evaluate this program's impact, particularly in rural areas, where the standardized tests results in the evaluated areas evidence that a

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large part of the country's student population has a low or insufficient performance level for the different applied tests. In addition, since one of the strategies proposed by the LAL is the transformation of teacher's pedagogical practices, it is pertinent to actually know their perceptions and conceptions about the influence this program has had in various factors of their work, in the construction, design and implementation of the classroom's pedagogical proposals.

For this reason, the purpose of this research is to analyze the LAL's impact on pedagogical training and educational practices of primary school teachers of official educational institutions, located in the rural area of the municipality of Puerto Escondido in the department of Cordova. This implies a review of the classes' planning, execution, observation and feedback processes, as well as a characterization of the class research methodology (CRM), used as a pedagogical strategy in these communities. In addition, it is important to identify those factors associated with located professional development (LPD), which affect student learning quality, where teacher's ability to teach is the most critical of all (McKinsey, 2007). This capability is expressed in the knowledge that teachers have about what and how their students learn (Bransford, Brown and Cocking, 2000); likewise, mastering a discipline and the most appropriate practices to teach such a discipline (Celis, Duque and Díaz, 2013). It is very important to cover these aspects, since the professionalization of teaching is recognized as the determining factor in the improvement of learning capabilities.

In this context, the LAL's work at institutions is configured from learning communities (LC), understood as "The social and cultural transformation project of an educational center and its environment, in order to achieve an information society for all people" (Valls, 2005). Therefore, it is necessary to know the strategies that the teachers who make up a LC use in official educational institutions, in order to identify pedagogical practices so as to improve student learning and awaken in them the motivation to learn. On the other hand, the teaching of language and mathematics in primary basic education are the fundamental axes and pillars of the education process, since the acquisition of these skills guarantees quality education and allows learners to develop human capabilities and the potential to understand, analyze and reflect on the situations they experience on a daily basis. However, to fully assess this quality education and meaningful learning process, it is necessary to know students' results since the LAL's implementation in the institution, so as to determine if implementing these strategies is significant and if in fact the impact generated on student learning is associated to its implementation in the classrooms.

In this order of ideas, the results of the Pisa tests for 2009 in the areas of language and mathematics are presented.

Given this, it can be said that the class research methodology (CRM), teamwork and pedagogical training through the teaching LC have had a significant impact on the improvement of quality education in the educational systems that are implementing these methodological strategies for the teaching and instruction process, based on cooperative and collaborative work that has been happening since several decades.

METHODOLOGY

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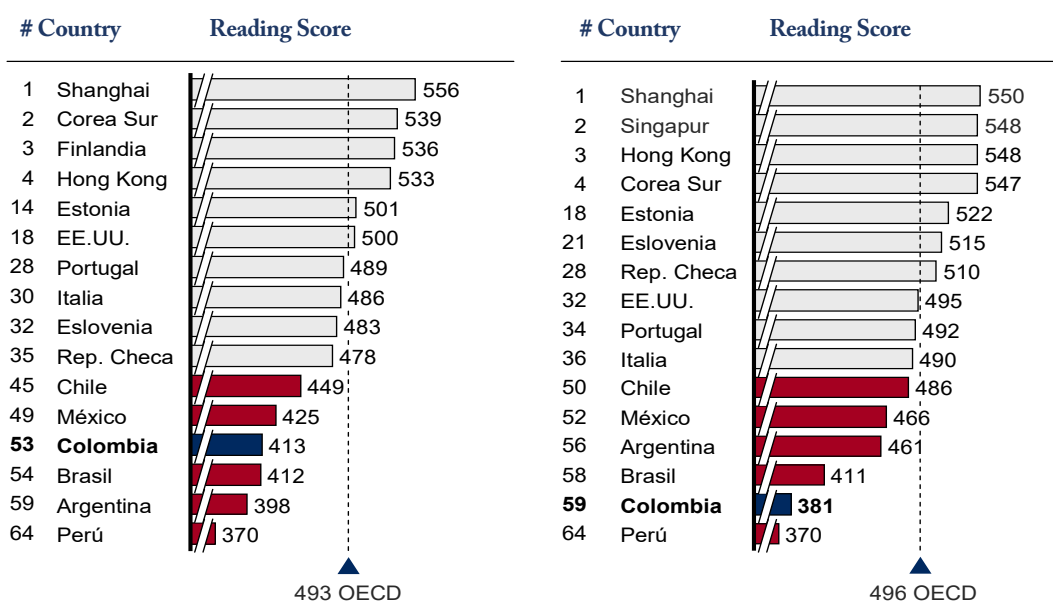
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The focus that makes it possible to approach human nature and the conception of people, from a critical thinking perspective and the context's daily experience where these communities are based, is the qualitative approach. For this reason, qualitative research focuses on experiential aspects, in addition to the socio-cultural context, the environment, customs and conceptions. The qualitative approach allows a conceptualization of reality based on the behavior, knowledge, attitudes and values that guide the behavior of the people under study, in this case, public sector teachers. The qualitative research process systematically explores the knowledge and values shared by individuals in a specific spatial and temporal context (Bonilla, 2005).

Table 1. What did the educational systems with the best worldwide performance did to achieve their goals.

INTERNATIONAL RANKING FOR 15-YEAR-OLD STUDENTS

Average score PISA 2009

#	Country	Reading Score		#	Country	Reading Score
1	Shanghai	556		1	Shanghai	550
2	Corea Sur	539		2	Singapur	548
3	Finlandia	536		3	Hong Kong	548
4	Hong Kong	533		4	Corea Sur	547
14	Estonia	501		18	Estonia	522
18	EE.UU.	500		21	Eslovenia	515
28	Portugal	489		28	Rep. Checa	510
30	Italia	486		32	EE.UU.	495
32	Eslovenia	483		34	Portugal	492
35	Rep. Checa	478		36	Italia	490
45	Chile	449		50	Chile	486
49	México	425		52	México	466
53	**Colombia**	413		56	Argentina	461
54	Brasil	412		58	Brasil	411
59	Argentina	398		**59**	**Colombia**	**381**
64	Perú	370		64	Perú	370

493 OECD   496 OECD

Source: McKinsey and Company study (2012). www.oecd.org

This research project assumes a qualitative approach, from where it will help understand and analyze the pedagogical training of language and mathematics teaching processes of teachers that work in the municipality of Puerto Escondido's rural educational institutions, and that are the focus of this research project. Similarly, it seeks to inquire about the perceptions that teachers have about their pedagogical practice and its impact on student learning. The qualitative research approach allows us to use various instruments in order to understand social life through meanings and from a holistic perspective, since the important thing is understanding the set of interrelated qualities that characterize a determined phenomenon (Taylor and Bodgan, 1987; Mejía, 2004). The data collected in the course of this research are

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descriptive and will enable knowing the voice, conceptions and observable behaviors of the subjects under study.

A research that is framed in the qualitative perspective is open, flexible, and is constructed during field work or in the research's execution phases. This approach allows us to get close to human nature and the conception of people from a critical thinking and experiential perspective in order to conceptualize reality based on the behaviors, knowledge, attitudes and values that guide the people under study. In this regard, Hernández, Fernández and Baptista (2010), point out that research constructs several subjective realities, and they vary in their form and content among individuals, groups and cultures, so that the qualitative approach permits the description, understanding and interpreting of the phenomena, through the perceptions and meanings produced by participant experiences. From this perspective, sufficient data has been obtained and analyzed and enabled the understanding of what teachers affirm in relation to their pedagogical practice and how their work has been transformed since LAL's implementation in the institution; and in the same way, understand and systematically explore the knowledge and values that they share in their space of work: the classroom.

TYPE OF STUDY

The research follows an analytical model based on cases, where we use an interpretative methodology that seeks to know and understand in depth the cases under analysis, which are considered complex and constantly function (Stake, 1999). Therefore, this type of research is characterized by having a detailed, comprehensive and thorough analysis of

the case that manifests the purpose of the study. In this sense, it is a particularistic, descriptive, heuristic, inductive and cooperative work in terms of the relationship of the actors involved and the researcher. The case studies have a great methodological richness that makes them important for different research paradigms. Stake (2006) and Hammersley (2007), recognize that it is complex and problematic to try to associate the case study with a specific form of research, because it has been used both in the experimental approach and in other quantitative approaches as well as qualitative research. From this perspective, the case study is not defined by a specific method, but by its object of analysis. Another feature of the case study is that of particularization, and not of generalization.

By methodologically approaching a specific case, the purpose is to know it in its entirety. Because each case is unique, it implies knowledge about the other cases, but the main purpose is to understand one case (Stake, 1999). The conditions by which the studied case is defined are also marked by being able to adequately establish the limits of their environment. Mertens (2005) quoted by Hernández *et al* . (2010), refers to the case study as research about an individual, group, organization, community or society, which is seen and analyzed as an entity. Likewise, the context in which the subject under study lives should be considered. For this reason, this paper is considered a case study, since it is important to consider all the aspects and the conditions in which teachers work and are included in the cases under study, and it needs empirical research to investigate a given phenomenon within its context in real life (Yin, 2009 cited by Hernández *et al.* , 2010). In this case, the phenomenon that is analyzed is the impact of

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LAL's program on the pedagogical formation and the educational practice of primary school teachers of the educational institutions in the municipality of Puerto Escondido.

PARTICIPATING POPULATION

For this study, two (2) of the ten (10) rural primary basic education establishments of the municipality of Puerto Escondido - Córdoba were selected, which make up all of this municipality's educational institutions that have participated in each of the LAL's implementation phases and meet some criteria in the case selection (Taylor and Bogdan, 1987), taking into account the considerations of Stake (1999), in order to determine those characteristics that participants must meet, and that permit the delimitation of the population or study participants. We initially start with the willingness of the teachers who work in the selected educational institutions to participate in the research and provide all the information necessary and required by the investigative unit.

CATEGORIES OF ANALYSIS

This research defined the following categories in relation to the conceptual references and taking into account the document search performed by the researcher, in order to support this this paper's framework intent. The following table details the categories, their dimensions and the associations they have with the research objectives.

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Table 2

SPECIFIC OBJECTIVES	DIMENSIONS	CATEGORIES
Describe the perceptions that teachers have about the implementation of learning communities in educational institutions.	• The school's context. • Teacher tutor interaction. • Behaviors and attitudes.	CONCEPTIONS
Analyze the development of language and mathematical pedagogical education in the teaching processes through the implementation of learning communities.	• Didactic knowledge of the contents. • Located professional development. • Pedagogical education. • Academic peers	PROFESSIONAL TEACHER DEVELOPMENT
Evaluate the educational practice through the results obtained in the Third and Fifth Cycle of the external assessment "Saber" tests 2017 - 2018, in rural educational institutions centered in the municipality of Puerto Escondido.	• Methodology, studying classes. • Educational assessment. • Learning monitoring.	EDUCATIONAL PRACTICES

Source: Author's own elaboration

The analysis of this research's data is based on Strauss and Corbin's (2002) proposal, where concepts are identified and their properties and dimensions are discovered in the data through an analytical process, categories are also related to

subcategories based on their properties and dimensions. The codings were based on a previous analysis matrix, using Atlas Ti version 7 analytical *software*.

INFORMATION GATHERING TECHNIQUES

Information sources permit us to visualize valuable and heterogeneous aspects during the information search, promoting an active and dynamic participation through reading, observation, analysis, interpretation and, of course, argumentation. In the field of research, they additionally provide empirical data about the complex reality under study, based on credibility and validity criteria. In this sense, the credibility of a qualitative study is related to the use of a set of technical resources (Valles, 1997). The techniques and instruments that enabled the consolidation and preparation of this research paper are defined below.

Participant observation

Participant observation is the process that empowers researchers to learn about the activities of people under study in a natural setting by observing and participating in their activities (DeWalt and DeWalt, 2002). This learning process is facilitated through exposure to and involvement in the participant's routine activities in the researched scenario (Schensul, Schensul and LeCompte, 1999). From this perspective, participant observation establishes relationships with a community and teaches to act as such until researches merge with the latter, and thus enabling its members to act naturally. Subsequently, the

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researcher moves away from the scenario to immerse himself in data and understand and be able to write about what he observes. Participant observation depends on writing field notes, which must be complete, precise and detailed, and not only include descriptions of what happens, but also a record of feelings and interpretations (Taylor and Bodgan, 1987). Participant observation can be used to help answer research questions, build theory, or generate or test hypotheses (Dewalt and Dewalt, 2002). It is considered as a way to increase validity, since observations can help the researcher have a better understanding of the context and the phenomenon under study.

For this research's purpose participant observation is the most substantial of the information production strategies, because the fundamental goal to reflect upon the teacher's didactic action inside the classroom, by means of experiencing each LAL's educational practices and focus on the LC. Therefore, with the researcher's participant and active observation, working as a LAL teacher-tutor and also directly involved in the implementation of the strategies proposed by this language and mathematical teaching program in educational institutions, this information will be complemented, specified and re-evaluated with the data obtained from observing class during the research execution phase. Said observation enables studying the practices of primary basic education teachers in the chosen educational institutions.

Interviews

The interview is a qualitative research technique, whose objective is to collect data from the words, thoughts and reflections of the interviewed subject. Authors such as Benney and Hughes (1970), affirm

that the interview is a tool to dig deep, since it is possible to acquire knowledge and penetrate the social life of the other through verbal stories. Among the different types of interviews found in qualitative research, there are: structured interview, semi-structured and in-depth interview. It is of interest in this study to refer to the semi-structured qualitative interviews, since the face-to-face meetings between the researcher and the informants are oriented towards understanding the teachers' perspectives of their classroom experiences. Semistructured interviews follow the model of a conversation among equals, and not a formal exchange of questions and answers. They enable the study of a relatively large number of people in a relatively short period of time, compared to the time it would take to perform another type of qualitative research (Taylor and Bogdan, 1987). In addition, they provide the interviewee with a greater degree of freedom and autonomy than that provided by a structured interview and, to a lower degree, than the in-depth interview.

In the methodological aspect, the semi-structured interviews imply that the situation and the stimuli are equal, and the written questions must provide the same meaning for all; in addition, it is necessary that the order of the questions made be the same for all the interviewees, so as to achieve a context of equivalences. In short, the semi-structured interview aims to understand more than explain, seeks to maximize meaning, to find the subjectively sincere answer (Ruiz, 2010).

In this research, interviews will enable reflexive thoughts about how the teacher develops his classes, the educational and material references he uses, the significant experiences he builds with his

students and the transformation he has achieved in his learning.

TRIANGULATION

Triangulation is a type of quality control that should be applied to all types of qualitative research. Some authors (Stake, 1999; Ruiz, 1999), state that there are different types of triangulation. According to Hernández *et al.* (2010), data triangulation is used to analyze with the use of different techniques and from different angles.

Triangulation is used in this research's framework, because a variety of data from different sources is used. In this case, the semi-structured interview, the observation instrument and the results of the "Saber" tests, performed in the targeted educational institutions, will be triangulated. Each of these techniques seeks to collect specific data from different information sources, about aspects of the object under study which are defined from a perspective of complexity; an approach that was made in accordance with the theoretical framework of the research.

RESEARCH PHASES

LEARNING COMMUNITY PROJECTION PHASE

This development phase includes the establishment of the LC, based on an analysis and study of the proposed goals. These objectives are aimed at improving the learning conditions of students enrolled from transition up to fifth grade of primary school, and the goal is for at least 25% of students surpass an insufficient level, at least in

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the language and mathematical areas of the "Saber" 3 and 5 tests for the years 2017 and 2018; and whose results will be published in March 2018 – 2019. The aforementioned will be agreed between the selected rural official educational establishments, through awareness-raising documents, management agreements and socializations directed to the targeted institutions' entire educational community.

LOCATED PROFESSIONAL DEVELOPMENT EXECUTION PHASE

Once the LC has been established, the targeted institutions' teachers will meet with the researcher (in his role of teacher-tutor) on a monthly basis in order to receive orientations about the strategies and the didactic sequences to be applied in the languages and mathematical areas. For this we propose the sessions of situated work (SSW). They are spaces for the interaction, integration, planning and modeling of the didactic sequences that the group of teachers must apply, later to be replicated in the classroom with LAL provided materials and resources. The observation of the entire team of primary school teachers, including the cases selected herein, on goes at all times during the process.

CLASSROOM ACCOMPANIMENT PHASE

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Based on planning by degrees, we proceeded to observe the unfolding of the classes that the entire team planned, with the instruments and protocols designed to observe them, focusing on aspects such as instruction, school environment, classroom management and didactic content knowledge. After this observation process, the tutor meets with

the LC in order to socialize the obtained results, and for all the participants to make corrections, evaluate the instructional process and give final feedback and then move on to the initial teaching sequence planning process, with a greater emphasis on the classroom problems that were previously observed. Regarding student learning based on the reflexive thought generated within the LC, the priorities were established in accordance to what students had to learn. Academic management is strengthened, as applied strategies are shared and solutions to common and individual problems, related to pedagogical practice, are sought. Finally, this type of meetings enable a consolidation of the teacher learning community of the targeted educational institutions, highlighting the importance of located professional development, of didactic content knowledge and of the didactic strategies for serving the student's educational needs and the improvement of the teachers teaching quality.

RESEARCH RESULTS

According to the situation deduced from the documentary review and according to this research project's guiding objective, in the official educational institutions of the municipality of Puerto Escondido, where the LAL focused, that is, the identification of the LAL's degree of relevance in the region of Puerto Escondido, Córdoba, and the impact that this program has generated in the municipality's educational community, based on teacher actions, teaching directors, students and parents, the following results were obtained:

PEDAGOGICAL COMPONENT

The pedagogical component is related to national curricular benchmarks, such as curricular guidelines and elementary norms of basic competences for the languages and mathematical areas. Learning assessments in the educational institutions of Colombia's official sector, which are national level assessments, such as the "Saber" 3, 5 and 9 tests that evaluate science, mathematics and language, and international assessments such as the Pisa tests that evaluate language and mathematical learning in elementary school students; finally, the pertinent use of educational materials for teaching language and mathematics.

Regarding the assessment, according to Díaz *et al.*:

> If we look at quantitative factors, we see that both the international standardized tests (Pisa, 2009; Serce, 2006), and the results reported in the national tests (Saber, 2009), show that Colombian students occupy the lowest levels of competence development and, therefore, it does not even guarantee the basic performance in

relation to this century's demands, or subsequent learning (2015).
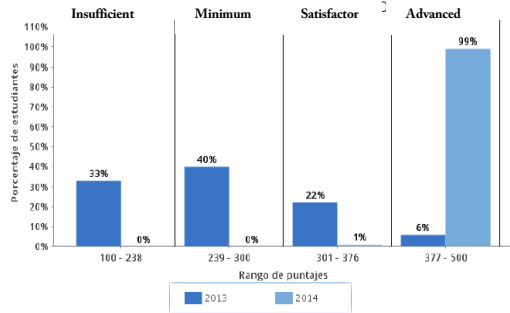
For this reason, the LAL uses the Pisa and "Saber" tests results for 2009, in such a way that it is possible to intervene in the curriculum of the country's official educational institutions located in difficult access rural sectors, such as this research's targeted educational institutions. This demonstrates that an intervention is relevant in order to improve the internal and external assessment results.

Finally, it is possible to identify through the "Saber" 3 and 5 tests how the comparative results for the years 2013 and 2014, in the language and mathematical areas, demonstrate significant progress in the teaching processes and in the student performance levels.
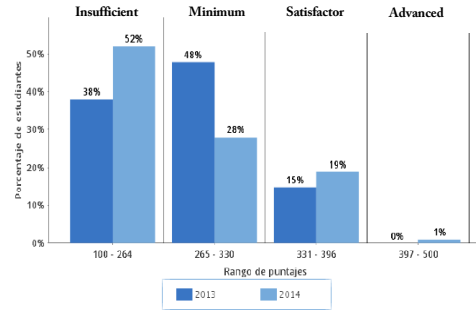
Table 3
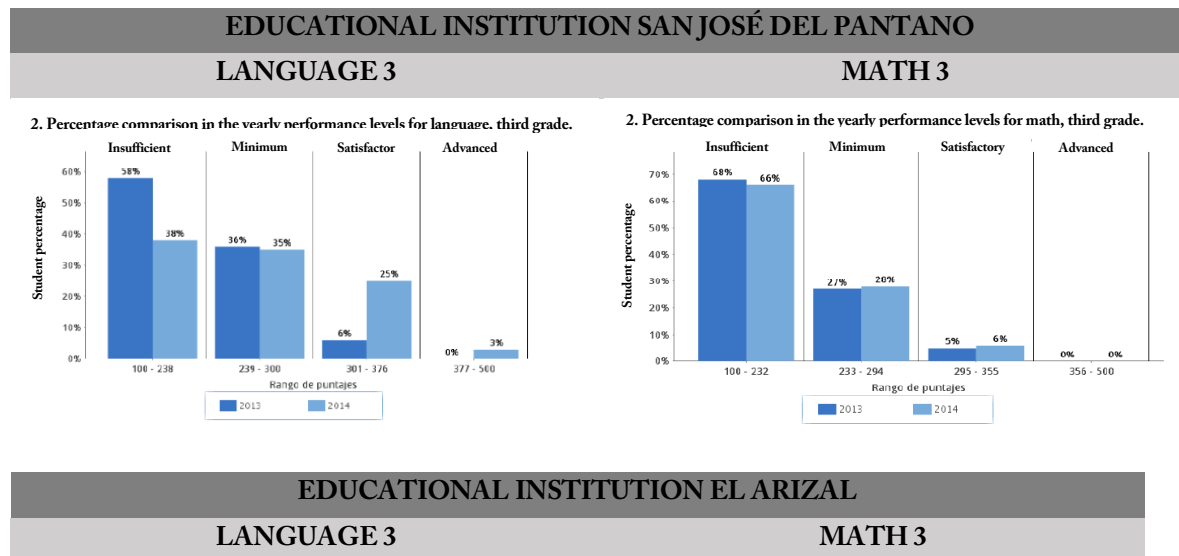
EDUCATIONAL INSTITUTION SAN JOSÉ DEL PANTANO	
LANGUAGE 3	MATH 3

2. Percentage comparison in the yearly performance levels for language, third grade.

2. Percentage comparison in the yearly performance levels for math, third grade.

EDUCATIONAL INSTITUTION EL ARIZAL	
LANGUAGE 3	MATH 3

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2. Percentage comparison in the yearly performance levels for language, third grade.

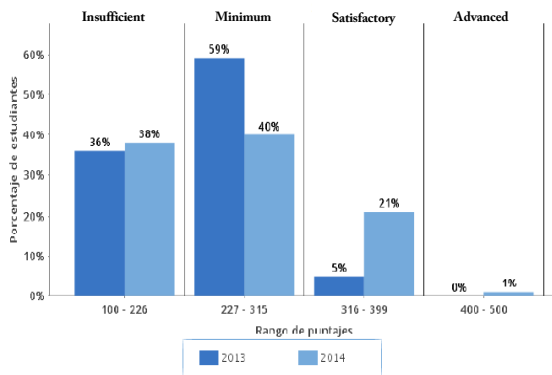**2. Percentage comparison in the yearly performance levels for math, third grade.**
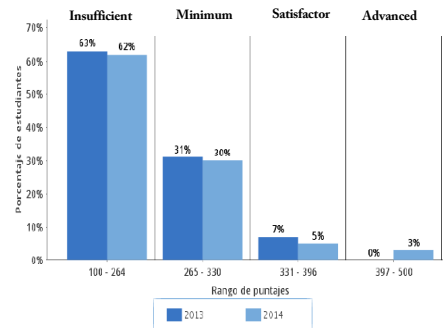
	EDUCATIONAL INSTITUTION SAN JOSÉ DEL PANTANO	
LANGUAGE 5		**MATH 5**

2. Percentage comparison in the yearly performance levels for language, fifth grade.

2. Percentage comparison in the yearly performance levels for math, fifth grade.

	EDUCATIONAL INSTITUTION EL ARIZAL	
LANGUAGE 5		**MATH 5**

2. Percentage comparison in the yearly performance levels for language, fifth grade.

2. Percentage comparison in the yearly performance levels for math, fifth grade.
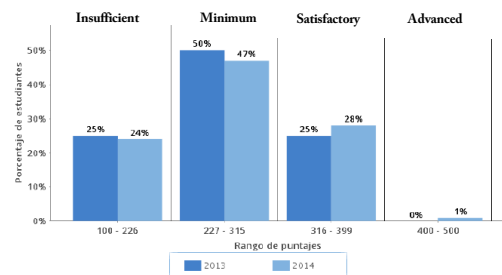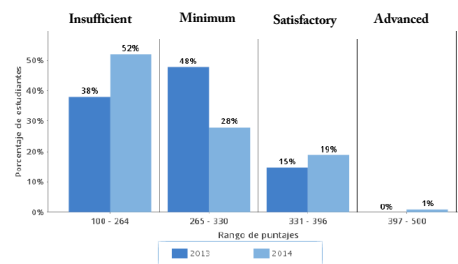
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Source: Author's own elaboration

When comparing the the representative sample results of the national ICFES "Saber" 3 and 5 2013 - 2014 test, at the targeted educational institutions

in the municipality of Puerto Escondido, there is evidence of a significant improvement in the language and mathematical areas, since the percentage of students with insufficient performance decreased. Likewise, the percentage of students with minimum performance increases

and a significant percentage of the total number of students have a satisfactory performance, a result that is consistent with the goals pursued by the LAL in targeted educational institutions throughout the country. This evidences the improvement of the teachers' instructional and teaching processes in the evaluated areas and the achievement of the goals established by the LAL for the municipality of Puerto Escondido through the management agreements signed by the government of Córdoba on behalf of the secretary of departmental education, the mayor of the municipality of Puerto Escondido, teachers and teaching directors of targeted educational institutions since the LAL initiated on 2013.

COMPONENT OF BASIC CONDITIONS

The use of educational materials (Colección semilla, Nivelemos and Escuela Nueva), in the targeted educational institutions, has allowed teachers to have high quality material for classes and improve their instruction process, as the student has physical material of easy access in order to exercise their learning process and, as an initial situation, it was discovered regarding the educational content, that it was not relevant to the study plans: it was not based on a basic diagnosis in order to determine the appropriate educational levels of the contents for each cycle, nor were quality benchmarks revised in planning. Education was traditionalist, despite what they promulgated in their respective Institutional Education Project (Proyecto Educativo Institucional, PEI). Mathematical education was almost exclusively oriented towards developing numerical thinking and exercise processes, and the majority of teachers did not know other thoughts and processes (Márquez, 2015). This was a 360 degrees turn

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around for the instruction process in the educational institutions targeted in this research project, focusing on the student learning process and his motor skills.

During the implementation of the LAL in the municipality of Puerto Escondido, it has been possible to certify that the student is immersed in learning environments, the students' school transport to the municipality's educational institutions is guaranteed, functional spaces undergo maintenance and are built so that students can perform academic and sporting activities, they have school meals and a nutrition program, and finally, the doors of the educational institutions are opened to families and different government entities so that they can guarantee daily school attendance and academic curricular activities.

THE LOCATED EDUCATIONAL COMPONENT

The need to train and pedagogically update the teacher is the principle by which the LAL was created, because this educational program is intended to give teachers relevant *and high quality on-site* training, focusing on up to date and new educational and pedagogical trends that can significantly impact teacher instruction and student learning, based on the pedagogical guidelines of the Ministry of National Education for academic peers. LAL teachers and tutors, among others, recall that:

The needs that give rise to programs can be detected in the people or in the groups for whom the programs are designed, but they can also more or less respond to society's general needs, that should be addressed through by educating and training the people (Pérez, 2014, p.169).

Enhancing the teacher's classroom practices is the LAL's main objective, therefore: "Its objective is related to the creation, implementation and improvement of effective learning environments in particularly difficult contexts" (MEN, 2013). To achieve this main objective, different strategies have been developed, such as the consolidation of learning communities at the educational institutions targeted by the LAL and classroom accompaniment in order to reflect on the LC's educational practices, which manifests itself as training support capabilities and permanent qualification, which is also articulated with the teachers performance assessment system as governed by decree law 1278 of 2002, issued by the Ministry of National Education, in which the teacher must account for knowledge of a disciplinary and didactic order.

EDUCATIONAL MANAGEMENT COMPONENT

In this component we have identified how the active participation of teaching directors in the analysis and contextualization of pedagogical strategies constitutes a fundamental pillar to reach quality education, since they are the ones who motivate the teachers to participate in on-site training and in proposed pedagogical strategies. In addition, they open the doors of the educational institution to teacher qualification and pedagogical updating through the managerial agreements, the call for teachers to participate in the LALs LCs and the organization of the necessary resources for the implementation of the program in the educational institution. In the same way, teaching directors are the ones who evaluate the degree of achievement of the proposed objectives in terms of internal and

external assessment, use of the educational materials and execution of the Ministry's pedagogical strategy. "This implies the development of guidelines and actions that strengthen the leadership of teaching directors in the improvement of school and classroom culture, and parents, so they can motivate and consolidate the children's effective learning " (MEN, 2013). For this reason, the implementation of the LAL in Puerto Escondido has motivated the teaching directors to be active and fundamental participants in the challenge of achieving quality education in this region of Córdoba.
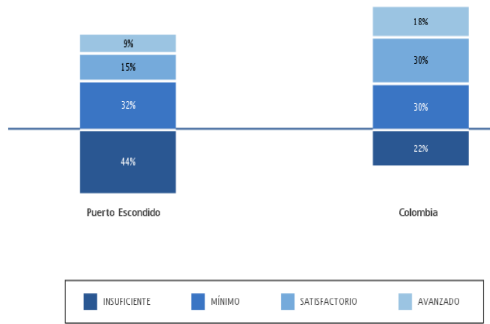
MISSION COMPONENT

This mission's component results, obtained through the LAL implementation in the municipality of Puerto Escondido - Córdoba, suggest that it is transversally built because it seeks to socialize the LAL with each of the educational process' main actors. That is, with the community or parents, organizations of the Colombian state, the region's students, teachers and teaching directors and their mobilization, according to the objectives established in order to make Colombia the most educated country.

One of the factors that evidences this mission component is Puerto Escondido's commitment to improve its "Saber" tests results, specifically in mathematics and language. In order to do so, participation strategies for the "Superate con el Saber" simulations, diagnostic assessments were generated, all this with the significant contribution of the municipal administration.
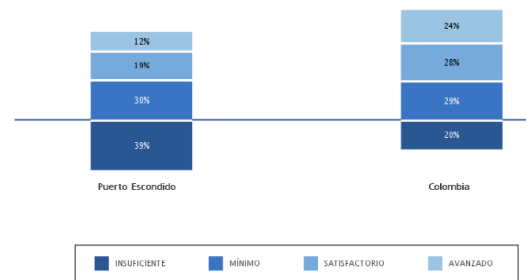
Table 4

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PUERTO ESCONDIDO 2013

1.1 Percentage comparison of language performance levels between the municipality and the country, third grade.

Puerto Escondido: 9%, 15%, 32%, 44%
Colombia: 18%, 30%, 30%, 22%

INSUFICIENTE — MÍNIMO — SATISFACTORIO — AVANZADO

PUERTO ESCONDIDO 2013

1.1 Percentage comparison of math performance levels between the municipality and the country, third grade.

Puerto Escondido: 17%, 14%, 30%, 39%
Colombia: 25%, 26%, 29%, 20%

INSUFICIENTE — MÍNIMO — SATISFACTORIO — AVANZADO

PUERTO ESCONDIDO 2014

1.1 Percentage comparison of language performance levels between the municipality and the country, third grade.

Puerto Escondido: 18%, 20%, 27%, 35%
Colombia: 20%, 32%, 29%, 19%

INSUFICIENTE — MÍNIMO — SATISFACTORIO — AVANZADO

PUERTO ESCONDIDO 2014

1.1 Percentage comparison of math performance levels between the municipality and the country, third grade.

Puerto Escondido: 12%, 19%, 30%, 39%
Colombia: 24%, 28%, 29%, 20%

INSUFICIENTE — MÍNIMO — SATISFACTORIO — AVANZADO
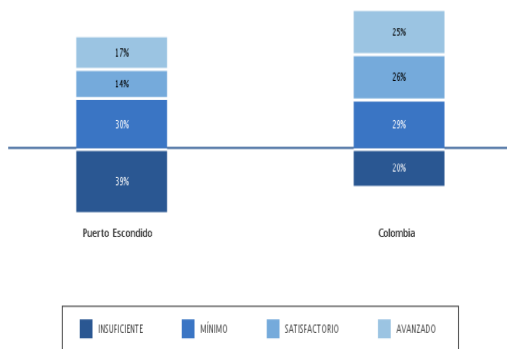
Source: Author's own elaboration

These positive results show an increase in the satisfactory and advanced levels for 2014 in the language and mathematical areas, and it evidences how municipal policies have positively influenced the improvement of quality education in the region of Puerto Escondido. For this reason, "there is not a single case in the world in which an educational institution or an educational system has been able to drastically change the trajectory of the achievements of its students without leadership and the strong commitment of the educational community and society as a whole" (MEN, 2013). It can be said that in this region this situation is being faithfully fulfilled.
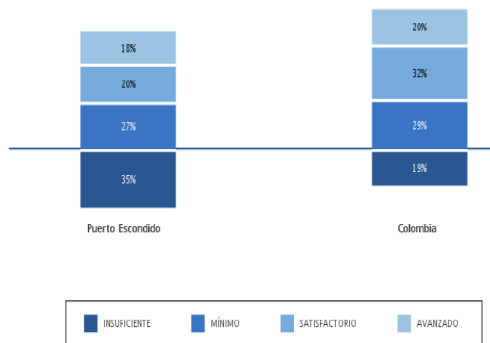
CONCLUSIONS

This research project resulted in some conclusions, among which we have: the LC became a tool for teamwork and collaborative teaching and teacher qualification, enabling continuous improvement, since teachers became academic peers that evaluate their teaching processes by performing CRM. The active participation of teachers, school administrators, students and parents strengthens the teaching-learning process, since it creates a

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permanent space of communication in order to improve the student's academic performance, the parent's accompaniment and the teacher's educational process, all of this under the reflective gaze of the teaching director who works as an academic, curricular and administrative processes adviser, that takes into account the basic characteristics of the specific social context in which the educational institutions of the municipality of Puerto Escondido, and highlights equality, relevance and relevance as quality's key aspect.

In the use of educational materials for the development of the language and mathematical area, the student's constant motivation to be part of work sessions for these two areas stands out, which teachers justify as a result of the located educational activities and STS work, the LC's classroom accompaniment and the planning processes with the teachers that were members of the CRM team. In addition, the improvement of teaching in these areas, since pedagogical strategies centered on the student are used under the pedagogical orientations of the basic competence norms, the basic learning rights and curricular guidelines for the teaching of these two fundamental areas of the educational process.

The committed accompaniment of the certified territorial entities and the education secretariats contributed to the achievement of quality education, since they guide the educational process and coordinate pedagogical guidelines for each institution.

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